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To: Friis, John
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Connecticut Associa

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**Testimony
Submitted to the
Education Committee**

March 16, 2009

SB 939 AN ACT CONCERNING EDUCATOR CERTIFICATION

**SB 1111 AN ACT CONCERNING A STUDY OF CELLULAR TELEPHONES AND
CELLULAR TELEPHONE CAMERAS IN CLASSROOMS**

HB 6654 AN ACT ESTABLISHING A RESIDENT TEACHER CERTIFICATE

**HB 6655 AN ACT CONCERNING AUTHORIZATION OF STATE GRANT COMMITMENTS
FOR SCHOOL BUILDING PROJECTS AND CONCERNING CHANGES TO THE STATUTES
CONCERNING SCHOOL BUILDING PROJECTS**

HB 6656 AN ACT CONCERNING SPECIAL EDUCATION

**HB 6657 AN ACT CONCERNING THE REPORTING OF GIFTED AND TALENTED
STUDENTS**

**HB 6665 AN ACT CONCERNING THE INCLUSION OF STUDENTS ON LOCAL AND
REGIONAL BOARDS OF EDUCATION AND A STUDY OF BULLYING ISSUES**

**HB 6667 AN ACT CONCERNING VOLUNTARY REGIONALIZATION OF CERTAIN
SCHOOL DISTRICT SERVICES**

The Connecticut Association of Boards of Education (CABA) commends the work of the Program Review and Investigations Committee and the State Department of Education in examining the important issue of professional development requirements for certified educators. However, we must respectfully oppose the provisions of SB 939, An Act Concerning Educator Certification, which would

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move determination of appropriate professional development activities for instructional staff from the local board of education to the State Department of Education. While it might be appropriate to expand the types of activities that are considered as appropriate professional development activities, to turn approval of teacher professional development over to the State Department Education creates a bifurcated professional development system.

CABE has written policies on usage of cell phones and their cameras that we regularly provide to districts, and we update the policies as necessary to keep up with technology. CABE is already providing guidance and believes SB 1111, An Act Concerning a Study of Cellular Telephones and Cellular Telephone Cameras in Classrooms would be unnecessary.

CABE supports CONNCAN's work on behalf of priority schools districts, and while we don't have a position on HB 6654, An Act Establishing a Resident Teacher Certificate, we do support the Alternative Route to Certification program, and are in support of the State Department of Education's work they have begun on reciprocity on teacher certification specifically with Massachusetts.

CABE supports HB 6655, An Act Concerning Authorization of State Grant Commitments for School Building Projects and Concerning Changes to the Statutes Concerning School Building Projects. CABE supports funding of these local projects. CABE believes the need to improve our schools is ongoing and even in tough economic times; we should maintain our commitment to providing a quality education.

CABE has concerns about HB 6656, An Act Concerning Special Education. The tiered system will give much relieve to the cost burden of special education. Many districts do their best to maintain costs by offering great in district programs, and this system would help those programs. CABE would not want to see the state's commitment to 100% funding at the 4 ½ times the average per pupil cost decreased. The most costly outplacements have a significant impact on a districts budget.

CABE opposes HB 6657, An Act Concerning the Reporting of Gifted and Talented Students. This bill is yet another reporting mandate.

CABE opposes HB 6665, An Act Concerning the Inclusion of Students on Local and Regional Boards of Education and a Study of Bullying Issues. Boards can already provide for student representatives, and many do. CABE would like the discretion as to whether they are elected or appointed to remain at the board level. There is currently, across the state, a mix of elected and appointed student members.

CABE supports HB 6667, An Act Concerning Voluntary Regionalization of Certain School District Services. CABE welcomes the regional approach for services and operations. Districts have run into road blocks by not being able to jointly work on issues that are not expressly stated that they can work on. The provision for an incentive is a productive way to further encourage districts

We appreciate your attention to this issue.